

DOCUMENT RESUME

ED 167 544

SP 013 953

TITLE Using Examples and Illustrations (Cluster III-1).
Description of Teacher Inservice Education
Materials.

INSTITUTION National Education Association, Washington, D.C.
Project on Utilization of Inservice Education R & D
Outcomes.

SPONS AGENCY National Inst. of Education (DHEW), Washington,
D.C.

PUB DATE Mar 77

CONTRACT 400-76-0091

NOTE 8p.

EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.

DESCRIPTORS *Concept Formation; Experiential Learning; *Inservice
Teacher Education; *Instructional Materials;
*Learning Modules; Learning Theories; *Student
Experience; *Teaching Skills; Validated Programs

ABSTRACT

The teacher learning module described here focuses on encouraging teachers to draw examples from students' experiences and to test the student's understanding of concepts and principles. The module covers the methods of using instruction for teaching concepts through the use of examples and illustrations. This descriptive report provides further information on the purposes and content of the program as well as activities and resources involved. A critique, history of development, and ordering information are also included.
(DS)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: USING EXAMPLES AND ILLUSTRATIONS (Cluster III-1)

Publication Date(s): April, 1970

Intended Users: Teachers who are interested in improving their teaching skills through better use of examples and illustrations

Grade Level(s): K - 12

Number: Individual or group

Primary Focus: Encouraging teachers to draw examples from students' experiences and to test the students' understanding of concepts and principles is emphasized.

School subject(s) and/or in-service topic(s) covered:

This module covers the methods of using instruction for teaching concepts through the use of examples and illustrations. Development of concept is covered and its importance to learning. Development is shown to occur with both negative and positive experiences. Experiences may be verbal, representative, or concrete. More complex learning is built on the learner's previous experiences. The subject is covered in this sequence with examples and illustrations.

What participant does in using the materials:

The participant attends two sessions (approximately 1 hour each). In the first session the material is introduced and work books distributed. A pretest is taken. The filmstrip is shown. At intervals during this, participants do written exercises in the workbook. A posttest is then taken. Small groups are formed to develop presentations for the second session. The second session is divided into group work where each participant presents a taped, simulated teaching presentation. These are critiqued.

Resources:

This module contains excellent instructions for both the facilitator and the participant. A filmstrip viewer and tape recorder are necessary for viewing the program. A tape recorder for each group and tape for each participant are needed for the individual presentations. Extra workbooks (consumable) for each participant should be ordered, as it is essential each should have one. Two sessions of one hour each should be allowed for the total program.

Describer critique:

This module is a well-developed program which can upgrade teaching skills of both experienced and inexperienced teachers. It is an interesting and entertaining presentation which requires participants to understand the methods and activities developed and actively demonstrate this. If the program is presented as directed by the developer, it should be well received.

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

presenting information

B. IN-DEPTH INFORMATION

Title: USING EXAMPLES AND ILLUSTRATIONS (Cluster III-1)

Publication Date(s): April, 1970

Intended Users: Teachers who are interested in improving their teaching skills through better use of examples and illustrations

Grade Level(s): K - 12

Number: Individual or group

Primary Focus: Encouraging teachers to draw examples from students' experiences and to test the students' understanding of concepts and principles is emphasized.

1.0 PURPOSES:

The development of concepts is an essential part of learning. Putting things into classes or categories is called generalization. Distinguishing between classes or categories is called differentiation. The learning of concepts involves both generalization and differentiation. Concepts are abstractions. In order to develop a concept, the learner needs experience with ideas or objects of a given category. He also needs experience with ideas or objects of a given category. And he needs experience with ideas or objects which are not of a given category, in order to learn to differentiate. In order to learn principles and rules, the student must first learn the necessary components and the appropriate sequences of those concepts.

Judicious use of examples and illustrations can contribute to the processes of generalization and differentiation and the learning of principles and rules: an example or illustration is a specific instance or "sample" of the concept or principle which is to be learned.

The objective of this module is to encourage teachers to use more concrete examples, to draw examples from students' experience, and to test the students' understanding of concepts and principles by asking them to give examples.

2.0 CONTENT — Scope and Sequencing of Topics:

This module is designed as one of several which teach the basic skills of teaching. This is developed to be used in two sessions.

First Session: Instructions are given for teaching concepts through the use of examples and illustrations. The instruction is provided by a filmstrip tape series. Working in individual exercise books, the viewers are introduced and participate in formation of these skills. Material developed in the first session: 1) development of concepts is important to learning, 2) concepts are developed through experiences with both positive and negative instances, 3) experiences may be verbal, representative or concrete, 4) more complex learnings, such as learning a principle or a rule, use previously learned concepts, 5) meaningful learning uses concepts from the learners' previous experience.

Second Session: This material covers definition of terms related to using examples and illustrations. Abilities are developed to suggest examples and illustrations where a specific student population is given and specific concepts are to be developed.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

The participants attend two sessions (approximately 1 hour each). In the first session an instructor introduces the material and distributes workbooks. A pre-test is taken. The filmstrip is shown. At intervals during this, participants do written exercises in the workbook. On completion of the filmstrip, a post-test is taken. Small groups are formed to develop presentations for the second session. The second session is divided into group work where each participant presents a taped simulated teaching presentation utilizing material learned. These are critiqued and evaluated.

3.2 Help given in use of product:

This module contains excellent instructions for both the instructor and the participant. A filmstrip viewer and tape recorder are necessary for viewing the program. A tape recorder for each group and tape for each participant are needed for the individual presentations. Extra workbooks (consumable) for each participant should be ordered, as it is essential for each to have one.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

The pre-assessment and post-assessment tests provide evidence as to the extent to which the entire first specific objective is met. The self rating scale and critique provide evidence about the second specific objective.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

The module contains 2 filmstrips, 1 cassette tape, a 31-page booklet covering the total program and a consumable 14-page workbook for participant's use. This material covers the written, viewing and reading resources needed. A filmstrip viewer is needed for presenting the material. A tape recorder and tape for each group of participants is needed. An individual should be selected to administer the two sessions.

5.2 Distributor name/address:

Panhandle Area Education Cooperative
411 West Boulevard, South
Chipley, FL 32428
(904) 638-4131

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
USING EXAMPLES AND ILLUSTRATIONS III-1	TOTAL: \$5.50	No	1	Yes
(contains:				
2 filmstrips	\$3.00 (\$1.50 each)			
1 cassette tape	\$1.75			
1 module booklet	\$.55			
1 workbook)	\$.20 each			
Extra workbooks		No	Optional	No

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-78-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The first edition of this module was prepared by Margery S. Johnson, Alachua County.

The present edition was prepared by the revision team of:
Dr. Annie Ward, Team Coordinator, Volusia County Schools;
Dr. Donald Orlosky, University of Florida;
Dr. Margaret W. Wood, Stetson University; and
Dr. Richard L. Ober, University of Florida.

6.2 How developed and when:

This module was produced for use in training projects through a grant from the U. S. Office of Education to the State of Florida Department of Education under the Title V Higher Education Act of 1965. The module was extensively revised after field testing in 1969 projects. The present edition, with the resulting revisions, was prepared in April, 1970.

6.3 Evidence of effectiveness with users:

The extensive field testing in 1969 is the only evidence of effectiveness with users included.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This material offers suggestions for improving the use of examples and illustrations which are appropriate and adaptable to any classroom situation.

The technical quality is good.

Content accuracy/social fairness/community acceptance issues:

All information and directions are included to accomplish the aims and goals of the module. To this extent, the content is accurate.

There is no race, sex or ethnic bias evident.

There should be no community acceptance issues involved.

Overall summary/comment:

This program develops new ideas which can upgrade the teaching skills of both experienced and inexperienced teachers. Inservice participants could find it a stimulus to their methods and quite a worthwhile course. It is a well developed program which requires both passive and active participation. These techniques are only a small part of what teachers use, but with the intention of improving these, this material should be well received.

MCR/3-77